

# Assignment 3

*by* Michael Higley

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**1**  
**NORTHCENTRAL UNIVERSITY**  
**FOUNDATIONS ASSIGNMENT SHEET**

Dear Student,

**Please use this document to submit Assignment 3.**  
**You can simply start typing in the first blank page (recommended)**  
**or paste in text from another document into the first blank page.**

**Please save this file as:** Your last name, first initial, e.g., ED7101-3 (DoeJED7101-3).

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**Academic Integrity:** Please see and follow the Academic Integrity Policy in the Learner portal. Your instructor may select this or any assignment to review and submit to Turnitin to assess for an Academic Integrity violation

**Main Task: Compare Two Articles, Adhering to the Northcentral Academic Integrity Policy**

For this activity, read the two articles listed in the Activity Resource section ([Flanagan, F. M. \(2005\)](#) and [Silova, I., & Brehm, W. C. \(2010\)](#)) in which famous and innovative educators discuss the journey of scientists and practitioners. Then, prepare a brief, 2-3 page paper in which you compare and contrast the two articles. Address the following in your paper:

- Identify each educator and briefly describe their main contributions to the field.
- Discuss the resistance that each encountered in presenting and furthering their research, ideas, or programs.
- Discuss any similarities you see in their professional stories.
- Note how each one differed.
- Finally discuss what factor(s) you think (environmental, professional, personal) may have impacted their success.

Keep your paper within the suggested length (writing in a concise manner is one aspect of scholarly writing); what is critical in this assignment is that you write clearly, paraphrase correctly, and use citations and references appropriately. Your paper will be submitted to a text-matching service to see how well you were able to discuss these ideas in your own words using appropriate citations.

Length: 2-3 pages (app. 350 words per page)

Your paper should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to this topic. Your response should reflect scholarly writing and current APA standards. Be sure to adhere to Northcentral University's Academic Integrity Policy.

Submit your document in the Course Work area below the Activity screen.

**Learning Outcome: 3, 4, 5**

Demonstrate an understanding of Northcentral's Academic Integrity policy.

Apply proper APA citation.

Compare and contrast the impact of context and personal qualities on professional development.

Your instructor will give you feedback using the form below and in margin comments on your work. Reading and using your instructor's feedback is as much a part of your learning as is reading the course materials and doing assignments. Your instructor will not only help you understand the quality of your work on this assignment, but will also give you guidance on how to improve your skills and increase your knowledge that, if you follow it, will help you do better on future assignments!

**Introduction to Feedback****1. Was the assignment done correctly?**

<b>Assignment Elements</b>	<b>Faculty Feedback</b>
Each educator identified	
Professionals' main contributions briefly described	
Resistance each encountered discussed	
Similarities in professional stories discussed	
Differences in professional stories discussed	
Factors that may have impacted success discussed	
700-1050 words	
<b>Critical Assignment Elements</b>	
Writing is clear	
Paraphrases are correct	
Citation and references list in APA style	
No instances of plagiarism (as shown by text-matching service report)	

**2. Are statements about all readings and resources accurate?****3. Is the writing clear and persuasive?**

**4. Is the writing correct in punctuation, grammar, word usage, and APA style?**

**Grade and rationale.** Grade is based on:

*70% Content*

1. Completion of the assignment as instructed
2. Understanding of assignment resources
3. Clarity and persuasiveness of writing

*30% Presentation*

4. Grammar, word usage and APA style

Comparing Two Educators: Paulo Freire and William Brickman

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### Comparing Two Scholars: Paulo Freire and William Brickman

Scholars, writers, and freethinkers have all had an impact on education thus slowly changing and molding societies view of it. Two such scholars are Paulo Freire and William Brickman. Both served to liberate education and made distinctive differences through their belief in knowledge, academic freedom, and historical scholarship.

As a young man Paulo Freire was thrown into a poor and difficult life as a result of the 1929 Wall Street crash (Flanagan, 2005, p. 184). It was during this time that he observed the people of his small town educationally oppressed by the politically dominant. Freire's work in education was primarily based on this observation and the belief that oppressive education creates attitudes that accepts the world as it is instead of how it could be (Flanagan, 2005). Freire is most known for his <sup>1</sup> "resistance to the kind of mind control that keeps oppressed people in a state of submission" (Flanagan, 2005, p. 193), which can be found in his educational work, *Pedagogy of the Oppressed*. This is the process by which a student's consciousness can only fully develop when they are engaged in their own learning. It's not what we are taught but how we are taught that makes the difference (Flanagan, 2005). Freire believed that education was a partnership between teacher and student and should never be a dominant force.

William Brickman also grew up during difficult times born into an impoverished time during the early twentieth century. Brickman came to be highly regarded by colleagues, students, and friends because of his influence in the field of comparative education. He strived to change the face of comparative education through his passion for writing, editing and his role in founding the <sup>1</sup> Comparative Education Society (Silova & Brehm, 2010). He believed in <sup>1</sup> academic freedom by encouraging epistemological and methodological diversity and historical scholarship (Silova & Brehm, 2010, p. 17).

Freire and Brickman both faced resistance among their colleagues in the field of education. During the 60's and 70's Brickman faced much disapproval, as the field started moving towards a more scientific thought to education. He was concerned that his colleagues were focusing too much on the <sup>1</sup> exchange of information rather than the development of theories in comparative education (Silova & Brehm, 2010). Brickman decided early not to criticize or attack the "scientific" part of the education field but instead sought to achieve true learning through historical comparative inquiry (Silova & Brehm, 2010, p. 18). Education was widely viewed, in Freire's opinion, to be a narrative relationship where the teacher teaches and the student listens. *Pedagogy of the Oppressed* was the process by which Freire served to change the ideologies of his colleagues in the field. Pedagogy of the oppressed sought to create a new relationship between teacher and student where society viewed scholarly learning as the responsibility of both teacher and student (Flanagan, 2005).

One of the similarities between Freire and Brickman is that both believed in academic freedom. Freire said that education <sup>1</sup> "is not something which can be bestowed on us by another: for what can be given can be taken away and if it can be taken away it is not true freedom" (Flanagan, 2005, p. 190). Brickman's pursuit of academic freedom is best represented in the 40 plus years he spent editing educational journals without bias. <sup>1</sup> "For him [Brickman], editing was his foremost academic duty to advance academic freedom and integrity of scholarship in the academic world" (Silova & Brehm, 2010, p. 29).

Another similarity is their deep-rooted belief and practice of historical scholarship. Historical scholarship is the study of many different academic fields of study. Brickman spoke several languages, immersed himself in different cultures, and explored Jewish educational practices (Silova & Brehm, 2010). Freire had a deep understanding of Christian faith, educational ideologies and

methodologies, and humanization (Flanagan, 2005). Both, Freire and Brickman, believed that historical scholarship was the foundation and base of true learning in education.

<sup>1</sup> The life experiences of both Freire and Brickman significantly impacted their contributions to education. Freire's educational work was based on his observations of the oppressed and impoverished while Brickman, although born during impoverished times, was based on the multicultural viewpoints he was exposed to as a child. Freire studied the relationship between teacher and student, humanization, and the importance of educational dialogue. While Brickman, exposed to foreign languages, culture, and a variety of ideas and philosophical conversation as a child chose to spread his ideas about education by traveling the world, promoting knowledge, and through comparative education. Both are undoubtedly pioneers in their fields.



1

References

Flanagan, F.M. (2005). *Greatest education ever*. London: Continuum International Publishing.

Retrieved from Northcentral University online Library

<http://site.ebrary.com/lib/ncent/docDetail.action?docID=10250946&p00>

Silova, I., & Brehm, W.C. (2010). For the love of knowledge. *European Education*, 42(2), 17-36.

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# Assignment 3

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